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by Chapman. New York: General Prot. Episcopal S. S. Union. 1844. 18mo. pp. 104.

The Shadow of the Cross, an Allegory. By the Rev. W. Adams, M. A. From the London Edition, with Engravings from original Designs, by Chapman. New York: General Prot. Episcopal S. S. Union. 1844. 18mo. pp. 96.

An Address to the Essex Agricultural Society, September 25, 1844. By John W. Proctor. Published by Order of the Society. Salem. 1845. 8vo. pp. 46.

Dr. Busby and his Neighbours. By the author of "Willie Rogers." Salem: W. & S. B. Ives. 1845.

An Appeal to the People of Massachusetts on the Texas Question. Boston: Little & Brown. 1844. 8vo. pp. 20.

History of the Law of Nations in Europe and America, from the Earliest Times to the Treaty of Washington, 1842. By Henry Wheaton, LL. D. New York: Gould, Banks, & Co. 1845. 8vo. pp. 797.

Address delivered before the Rhode Island Historical Society, Nov. 20, 1844. By William Gammell, Professor of Rhetoric in Brown University. Providence: B. Cranston & Co. 8vo. pp. 30.

History of the Revolt of the British Colonies of America. By George Chalmers. Boston: James Munroe & Co. 1845. 2 vols. 8vo.

Scenes in my Native Land. By Mrs. L. H. Sigourney. Boston: James Munroe & Co. 1845. 16mo.

Lays of the Gospels. By S. G. Bulfinch. Boston: James Munroe & Co. 1845.

NOTE

TO ARTICLE IX.

On page 244, our language seems to imply a doubt, whether the practice of whipping girls actually exists in the Boston public schools. We have since learned from undoubted authority, that the thing is not only allowed, but is practised to a great extent, in these institutions. It is also due to Mr. Mann to state, that in the part of the "Reply" here referred to, and in several other portions of the pamphlet, he wrote with the intention not merely to answer the arguments of the Teachers, but to expose certain defects and abuses in the Boston schools. We looked only at what appeared in print, and our strictures would have been modified considerably, if we had known the facts to which Mr. Mann had reference. The severity of his language, as we have since understood, was often designed rather for the practices of the Boston teachers in school, than for their positions and arguments as they appeared in the "Remarks."